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attained, as is illustrated by the fact that the article on ethics occupies eight and one-half pages and the article on experimental education one page, but there appears to be marked improvement. A minor point of criticism may be made of the fact that some of the biographical articles which are accompanied by portraits in another part of the volume do not contain references to these portraits—as for example the articles on Comte and Darwin.

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FRANK N. FREEMAN

The Social Factors Affecting Special Supervision in the Public Schools of the United States. By WALTER ALBERT JESSUP. New York: Teachers College, Columbia University Contributions to Education, No. 43. Pp. vii+123. \$1.00.

This Doctor's dissertation is largely a statement of the historical development of the so-called "special subjects" in American elementary education, with particular reference to the social demands leading to the introduction of each subject. The special subjects discussed are music, drawing, manual training, domestic science, physical education, and penmanship. About three-fourths of the book is of this historical character, and the remaining fourth is devoted to a statistical treatment of the geographical distribution of special supervisors of these subjects, their salaries, sex selection, and division of responsibility. This portion of the dissertation is partially historical since it involves a comparison of the conditions at different periods as shown by the reports of the United States commissioner of education for 1875, 1885, 1893, 1908, etc.

From the point of view of the present reviewer, this dissertation is significant as a relatively unique contribution to the history of American education. In recent years we have become familiar with the idea that the "social point of view" should prevail in the history of education, and that this subject should be treated as "one phase of the history of civilization." Unfortunately, however, many of those who have taken this point of view have made the development of philosophy the fundamental aspect of civilization to which they have related educational developments. At the present time there is a tendency to make economic, industrial, and other more concrete aspects of social life the point of departure. This is illustrated in Carlton's *Economic Influences on Education* (1908) and in Cubberley's little masterpiece entitled *Some Changing Conceptions of Education* (1909) and the several Doctor's dissertations prepared under Professor Paul Monroe which describe the development of the moving school, of local school supervision, of school support, etc., in Massachusetts.

Mr. Jessup's study is one of the first in English to apply this method to the development of the curriculum of the elementary school. The author has endeavored "(a) to find sanctions back of the demand for the introduction of these subjects most commonly thought of in connection with special teaching or supervision . . . ; (b) to ascertain if possible whether the demand for these subjects came from within the school itself, or whether it came from the [social]¹ group outside; (c) to point out certain typical ways in which the new subject-matter became a part of the curriculum; (d) to determine the effect of the traditions of the school on the interpretation of the subject-matter; (e) to determine certain quantitative aspects of the problem. . . ."

¹ The text reads "school group" but I judge this is a misprint.

As an example of the method of treatment of each subject, chap. iii, which deals with drawing, may be cited. The author takes up certain scattering attempts in teaching drawing before the middle of the nineteenth century; the influence of the reports by Stowe (1839) and Mann (1844) concerning foreign schools; the influence of the London exhibit of 1851 and the Paris exhibit of 1867; the clear-cut industrial basis for the introduction of drawing into the Massachusetts schools in 1870; the impetus given by the Philadelphia Centennial Exposition of 1876; the tendency in the schools to neglect the industrial reasons for which drawing had been introduced and to emphasize its value as a mental discipline.

The mechanics of the structure of the book are good, the liberal use of italicized paragraph headings and their organization in the analytical table of contents being especially helpful.

S. CHESTER PARKER

Progress through the Grades of City Schools, A Study of Acceleration and Arrest.

By CHARLES HENRY KEYES, PH.D. New York: Teachers College, Columbia University.

Mr. Keyes has reported in great detail in this book the progress of pupils through the schools of a well-organized district in New England. The tables show the amount of acceleration, as well as the amount of retardation, and the study is especially interesting because it calls attention to acceleration which has commonly been overlooked. The general conclusion which Mr. Keyes emphasizes can be stated in his own words as follows: "Potential accelerates are present in our schools in very large numbers, comprising from one-fourth to one-third of all pupils above the first grade. The average accelerate, under favorable conditions, has the capacity to gain from one year in seven to two years in nine of the traditional city-school course. The number of such pupils is so considerable as to demand that special provision be made in every school system for freeing their progress through the schools. This service, whether it is to be rendered by special teachers or special classes and in a differentiated curriculum is too important for society to neglect. . . ."

"The experience under consideration shows that under the conditions described the middle grades of our schools are places of large opportunity for giving the superior pupil a chance to work up to the healthful limit of his better powers. Less than this is not education in the true sense."

The significance of this study for the general student of school statistics lies in the demonstration which is given of the necessity of a detailed study of the cases under consideration. Ayer's report on Laggards emphasizes only one side of the problem, and offers a method which, as Mr. Keyes has shown, obscures many of the important facts which should be known. Ayer's standard age for admission to schools is certainly too late. All of the studies that have taken up the facts in detail have demonstrated this with regard to Ayer's method, and Mr. Keyes's work is further confirmation of the general conclusion that has been reached in many of these studies.

If such studies as Mr. Keyes here reports could be made by every superintendent in charge of schools, there would be great gain in school organization and in the efficiency of instruction.

C. H. J.